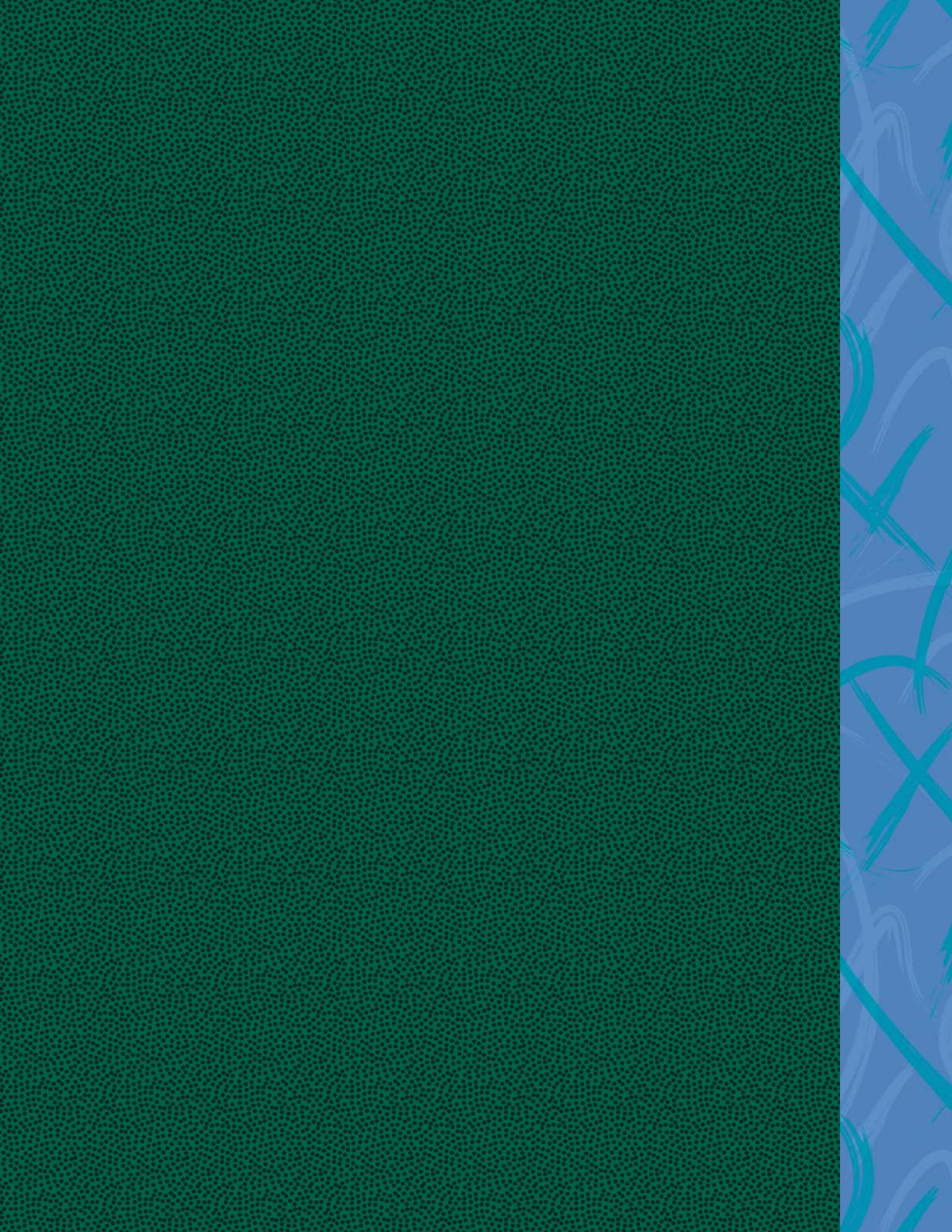

MODULE 3



Offer
versus
Serve

**in Nutrient
Standard
Menu Planning**

3



1

Step 1: Get Set for Success

Trainers: The information below will help you plan for training child nutrition program staff to implement OVS in programs using Nutrient Standard Menu Planning (NSMP) or Assisted NSMP. Refer to the section on *How to Use This Manual* for more training tips.

Note: Throughout this module we will use the term Nutrient Standard Menu Planning (NSMP). All requirements and information discussed herein also apply to Assisted Nutrient Standard Menu Planning (ANSMP).

Educational Objectives

After this lesson, participants will be able to:

- Describe what students must be offered for lunch and breakfast under NSMP and ANSMP.
- Recognize reimbursable lunches and breakfasts under OVS provisions for NSMP.
- Explain menu planning tips and how to deal with logistical issues when implementing OVS under NSMP.
- Describe ways to increase awareness and support for OVS throughout the school community.
- Access additional resources for OVS as needed.

Definitions

Condiment/Garnishes—A small amount of food used to enhance the flavor or appearance of a menu item, including foods such as relishes, catsup, mustard, salad dressing, jelly, gravy, whipped topping, butter and margarine, as well as garnishes (grated cheese, chopped vegetables, grated coconut, raisins, chopped nuts, and so on). Condiments must be included in the nutrient analysis.

Entrée—A combination of foods or a single food offered as the main course.

Foods of Minimal Nutritional Value (FMNV)— such as soda water, water ices, certain candies, and chewing gum, which cannot be served during a meal service in the area where reimbursable meals are served and/or eaten. However, small amounts of FMNV can be used when part of a menu item, such as candy sprinkles on a cupcake **and** must be included in the nutrient analysis.

Menu item—Under NSMP, any single food or combination of foods **except** a condiment **or** food of minimal nutritional value.

Side dish—Any food other than the entrée or milk, except a condiment or food of minimal nutritional value.

Teaching Aids

- Overhead transparencies
- Activity sheets
- Appendices
- Flip chart (easel and paper), markers
- Food photo cards or plastic/rubber food models

(See the *Training Tools* section at the end of this module.)

2

Step 2: Give an OVS Overview

Trainers: This section introduces the concept, goals and overall requirements of OVS, written as you might present them in a training session. In the activity, participants will brainstorm the potential benefits of OVS.

What is OVS?

OT-1

Display OT-1: What Is OVS?

▶ **Question:** Is OVS...

- a. An alternative way to start a tennis match?
- b. A food service style where students serve themselves?
- c. A new way to offer more food choices on school menus?
- d. A system designed to decrease food waste and give students greater flexibility?

Answer: d. OVS is a provision that allows students to decline either 1 or 2 of the menu items in a school lunch (or 1 menu item in a school breakfast) that they do not intend to eat.

As a result, OVS can help achieve two major goals:

- To reduce food waste in school nutrition programs.
- To permit students to select only the foods they want to consume.

Simply put, when students are allowed to take only what they intend to eat, less food makes it into the garbage can at the end of a meal.

What Is OVS?

- a. An alternative way to start a tennis match?
- b. A food service style where students serve themselves?
- c. A new way to offer more food choices on school menus?
- d. A system designed to decrease food waste and give students greater flexibility?

OVS Student Standard Menu Planning

Who, When, and Where? OVS Requirements

OT-2

Display OT-2: OVS: Who, When, and Where?

Senior high schools, as defined by the State educational agency, are required to implement OVS for lunch. Under OVS, students must select the entrée but may choose which other foods to decline, if any. For school breakfast, OVS is optional at senior high schools.

OVS: Who, When, and Where?

OVS is:

- Required for lunch at senior high schools
- Optional at lunch in lower grade levels
- Optional at breakfast in all grades

Who decides?

- School food authority decides whether to implement OVS when optional
- Students decide what foods (except the entrée at lunch) to decline, if any

OVS Student Standard Menu Planning

Below the senior high school level, OVS is optional for both breakfast and lunch. Many school nutrition programs find that having OVS also in elementary and middle schools cuts down food waste. School food authorities (SFAs) have the right to decide whether to have OVS for students younger than senior high school and in what grades to implement it.

Why? The Benefits of Implementing OVS

► ACTIVITY: Benefits Brainstorm (brainstorm)

1. Ask the participants to brainstorm the potential benefits of implementing OVS.
2. Write their ideas on a flip chart or blank transparency.
3. Summarize the group's ideas and list any additional ones.

Possible answers:

- Less food waste.
- Potential cost savings (may be able to prepare less food).
- Increased customer satisfaction.
- Students may eat more food—and get the nutrients they need—because they are more likely to eat the foods they select for themselves.

3

Step 3: Outline the Lunch Line

Trainers: This section explains program requirements specific to NSMP—or what students must be offered for lunch—written as you might present it in a training session. In the activity, participants will look at sample lunch menus and discuss variations they observe.

While this is not a menu-planning course, you will need to know what foods (and how much) students must be offered in order to know what qualifies as a reimbursable meal under OVS. So we will start by reviewing the program requirements for school lunch under NSMP.

What Must Be Offered at Lunch

OT-3

Display OT-3: What's for Lunch?

To meet National School Lunch Program requirements under NSMP, the menu planner must plan and offer lunches that:

- Contain a minimum of 3 menu items (entrée, at least 1 side dish, and fluid milk).
- Meet the nutrient standards for the appropriate grade or age groups when averaged over one school week's menus.
- Meet the minimum serving sizes established by the menu planner.

Let's take a look at the three parts of this requirement: menu items, nutrient standards, and serving sizes.

What's for Lunch?

Students must be offered a lunch that:

- Contains a minimum of 3 menu items:
 - Entrée
 - Side Dish
 - Fluid Milk
- Meets nutrient standards
- Meets planned serving sizes

A menu item is any single food or combination of foods except:

- Condiments
- Foods of minimal nutritional value (FMNV) that are not part of another menu item

OVS Nutrient Standard Menu Planning

Menu Items

Under NSMP, all foods count as menu items **except**:

- Condiments/Garnishes—small amounts of food used to enhance the flavor or appearance of a menu item, including foods such as relishes, catsup, mustard, salad dressing, jelly, gravy, whipped topping, butter and margarine, as well as garnishes (grated cheese, chopped vegetables, grated coconut, raisins, chopped nuts, and so on). While these foods cannot count as menu items, condiments and garnishes must be included in the nutrient analysis of menus.
- Foods of minimal nutritional value (FMNV)—such items as soda water, water ices, certain candies, and chewing gum. While FMNV cannot be offered as menu items, they can be used to garnish menu items. For example, a cupcake decorated with candy corn can be counted as a menu item.

OT-4

Display OT-4: Menu Items at Lunch

A lunch menu must contain a minimum of 3 menu items. What are the 3 menu items?

1. Entrée—a single food or a combination of foods offered as the main course. The entrée is the central focus of the meal and forms the framework around which the rest of meal is planned.
2. Side Dish—any other food (except condiments of FMNV).
3. Milk—fluid milk, served as a beverage.

Schools can offer entrées comprised of several foods that can be offered separately or together, as 1 menu item or more. How the menu is written and how foods are offered to students determine if the entrée is 1 or more foods. There are no “combination foods” in NSMP—only menu items.

The menu planner determines what constitutes an entrée—not the physical set-up of the foods on the serving line or whether foods are served together or separately. For example, the serving line may be set up so that the hamburger and bun are put together on the serving line, but the “Hamburger on a Bun” is still the entrée and the student must take both the hamburger patty and the bun as the entrée. Packaging entrées together that contain several foods helps students to understand that they must take the full entrée and may not reject any part of it.

Menu Items at Lunch

Entrée:

- Combination of foods or single food item
- Offered as the main dish
- Central focus of the meal

Side Dish:

- Any other food *except*:
 - Condiments/garnishes
 - FMNV not in a menu item

Milk:

- Fluid
- Served as a beverage

For example:

- If you offer “Hamburger on a Bun” as the entrée, this counts as 1 menu item and the student does not have a choice of taking either the hamburger or bun.
- If you offer “Hamburger Patty” as the entrée and “Bun” as a side dish, this counts as 2 menu items. A student must take the hamburger but may decline the bun.

► Can you think of other examples?

One Menu Item — or Two?		
Q: 1 or 2 menu items?	<i>1 menu item</i>	<i>2 menu items</i>
A: It depends on how you offer it.	Hamburger on a Bun (entrée)	Hamburger Patty (entrée)
		Bun (side dish)
	Turkey and Gravy over Mashed Potatoes (entrée)	Turkey with Gravy (entrée)
		Mashed Potatoes (side dish)
	Burrito Grande (filled with beans, rice, salsa, etc.) (entrée)	Bean Burrito (entrée)
		Spanish Rice (side dish)

Offering a Variety of Entrees to Encourage Students to Select the Entrée:

Because students must take the entrée to have a reimbursable meal under OVS for NSMP, the menu planner should plan to meet student preferences by offering choices within the entrée, if appropriate. For example, the planned menu being offered includes an entrée of turkey and cornbread dressing; gravy; and a roll.

The menu planner knows from past production records that some students do not care for cornbread dressing, but the menu planner also knows that students cannot reject part of the entrée and still have it count towards a reimbursable meal.

A solution? In order to encourage all the students to select an entrée, the menu planner could plan entrée choices. For example:

Entrées: Choose 1

Roasted Turkey and Southern Cornbread Dressing; Brown Gravy; and Yeast Roll

OR

Roasted Turkey; Brown Gravy; and 2 Yeast Rolls

Because gravy is a condiment, it is not considered to be part of the entrée. Therefore, a student may reject the gravy and still be considered to have taken the entrée.

Display OT-5: One Menu Item—or Two? (remaining part, after discussion)

Nutrient Standards

The second part of the requirement focuses on meeting the nutrient standards for the appropriate grade/age groups. These standards vary because a child's nutritional needs vary with age. Choosing the appropriate nutrient standards for the grade/age of the children being served is the menu planner's responsibility. All school nutrition program staff should be aware of the grade/age groups to better understand the reasons for the differences in the foods or portion sizes offered.

One Menu Item – or Two?		
Q: 1 or 2 menu items?	1 menu item	2 menu items
A: It depends on how you offer it.	Hamburger on a Bun (entrée)	Hamburger Patty (entrée)
		Bun (side dish)
	Turkey and Gravy over Mashed Potatoes (entrée)	Turkey with Gravy (entrée)
		Mashed Potatoes (side dish)
	Burrito Grande (filled with beans, rice, salsa, etc.) (entrée)	Bean Burrito (entrée)
		Spanish Rice (side dish)

OT-6 Display OT-6: Nutrient Standards for Lunch

At a minimum, the menu planner must use the established grade groups. The **grade groups** established for school lunch are:

- Preschool
- Grades K-6
- Grades 7-12
- Grades K-3 (optional)

As an alternative, the menu planner may use the established **age groups** for lunch:

- Ages 3-6 years
- Ages 7-10 years
- Ages 11-13 years
- Ages 14 years and older

Menu planners can also customize nutrient standards so that they more closely match the age/grade combinations of their schools or districts. In addition, if only one age or grade is outside the established levels, schools may use the levels for the majority of children regardless of the option selected.

Nutrient Standards for Lunch		
Nutrient standards for lunch are established for the following grade groups:	Menu planners can use nutrient standards based on the following established age groups:	The menu planner may customize the nutrient standards to more closely fit the age/grade combinations in their schools/district. In addition, if only one age or grade is outside the established levels, schools may use the levels for the majority of children, regardless of the option selected.
<ul style="list-style-type: none"> • Preschool • Grades K-6 • Grades 7-12 • Grades K-3 (optional) 	<ul style="list-style-type: none"> • Ages 3-6 years • Ages 7-10 years • Ages 11-13 years • Ages 14 years and older 	
OR	OR	

Serving Sizes

To meet the nutrient standards, the menu planner chooses the appropriate serving size of each menu item. The menu planner does this to make sure the amount of food is appropriate for the nutritional needs of each age/grade group and the serving size is one that a student in the age/grade group could reasonably consume. Thus, it is important for the menu planner to communicate the planned serving sizes to all staff, and for staff to prepare and serve food accordingly.

While there are no prescribed serving sizes for NSMP, once the menu is planned, the **planned** serving sizes become the **required** serving sizes for a reimbursable meal and for OVS. If a smaller portion is served, the lunch does not meet requirements and cannot be counted for reimbursement.

► ACTIVITY: Show What You Know (cooperative learning)

1. Assign each group of 4-5 participants one or two different sample lunch menus for grades K-6 from Activity Sheet 1.
2. Ask them to review the menu(s) and put together an illustration using food photo cards or plastic/rubber food models.
3. Then, have them discuss and decide which foods offered represent which menu items (entrée, side dish, milk) and how many menu items are being offered.
4. Ask each group to report their results to the larger group, displaying their illustrated menu.

OT-7

5. **Display summary information on OT-7**, showing all five lunch menus and the menu items offered in each.
6. Answer questions and summarize as necessary to check for understanding. Also refer to the *Activity Sheet 1—Answer Key* in Appendix A.
7. Point out that this sample is designed to show how menus can be planned with different numbers of menu items. However, in NSMP especially, daily consistency in the number of menu items is important for smooth implementation of OVS. This will be discussed more later.

<i>Foods Offered</i>	<i>Menu Items</i>	<i>Foods Offered</i>	<i>Menu Items</i>
Vegetable Lasagna, Italian Bread	4 menu items	Honey Lemon Chicken, Brown Rice	5 menu items
Old American Sausage Sandwich w/ Mayo, Mustard	Entree (choose one)	Beef Pot Pie, Cheese Fries	Entree (choose one)
Carrot Celery Sticks with Dip	Side dish	Seasoned Green Beans	Side dish
Peach Crisp	Side dish	Orange Juice	Side dish
Choice of Milk	MILK	Whole-Wheat Sugar Cookies	Side dish
French Dip Roast Beef Sandwich, Swiss Potatoes, Italian Bread	4 menu items	Choice of Milk	MILK
Tomato Salad w/ Ranch Dressing	Entree (choose one)	Vegetable Egg Roll w/ Sweet & Sour Sauce	6 menu items
Stoney River Banana Pudding Gelatin	Side dish	Stuffed Potatoes	Entree (choose one)
Choice of Milk	MILK	Stuffed Potatoes	Side dish
Beef Vegetable Soup w/ Crackers	5 menu items	Stuffed Potatoes	Side dish
Old Fashioned Potatoes w/ Tomato Sauce, Parmesan	Entree (choose one)	Stuffed Potatoes	Side dish
Salad Bar w/ Assorted Dressings OR Assorted Steamed Vegetables	Side dish (choose one)	Stuffed Potatoes	Side dish
Whole-Grain Roll	Side dish	Stuffed Potatoes	Side dish
Fruit Juice Bar OR Sherbet	Side dish (choose one)	Stuffed Potatoes	Side dish
Choice of Milk	MILK	Stuffed Potatoes	Side dish

4 Step 4: Recognize Reimbursable Lunches

Trainers: This section defines reimbursable lunches—or what a student must take—under OVS provisions, written as you might present it in a training session. In the small-group activity, participants will practice recognizing reimbursable lunches from the sample menus given.

In this section you will learn to recognize reimbursable lunches—that is lunches that can be claimed for Federal reimbursement. There are no established minimum serving sizes for specific foods or food types under NSMP. However, once the menu planner establishes serving sizes for foods on a menu, these become the minimum quantities under OVS.

Many students take and eat all the menu items offered. These students gain the most nutrition from school meals. But to minimize food waste and ensure that students select foods providing a minimum level of nutrients, minimum amounts of food allowed in reimbursable meals have been set. It is these minimums we will focus on here.

General OVS Requirements

OT-8 Display OT-8: Reimbursable Lunches

The following are general requirements for OVS for lunch under NSMP:

- Students must be offered the full planned menu in planned serving sizes.
- To count towards OVS, the student must take the full planned serving of a menu item.
- The student must always take the entrée.
- If the planned menu contains 3 menu items, the student may decline only 1 menu item. If the planned menu contains more than 3 menu items, the student may decline only 2 menu items.
- Students may take smaller portions of the declined menu items.
- The meal must be priced as a unit. That is, the student who takes 2 menu items (from 3 or 4 offered menu items) pays the same price as a student who takes all menu items offered.

Reimbursable Lunches

General requirements for OVS at lunch:

- Students must be offered the full planned menu in planned serving sizes.
- To count towards OVS, the student must take the full planned serving of a menu item.
- The student must always take an entrée.
- If the planned menu contains 3 menu items, the student may decline only 1 menu item. If the planned menu contains more than 3 menu items, the student may decline only 2 items.
- Students may take smaller portions of the declined menu items.
- The meal must be priced as a unit. That is, the student who takes 2 menu items (from 3 or 4 offered menu items) pays the same price as a student who takes all menu items offered.

OVS Student Standard Menu Planning

OVS Requirements by Number of Menu Items

Menu planners often offer more than 3 menu items for several reasons. It gives students a greater variety of foods to choose from, it is easier to meet the nutrient standards over a school week of menus, and it helps to keep food waste in check. Meals with only 3 menu items often feature large entrees to help meet calorie and nutrient standards. Students may not be hungry for such large entrees, and since they cannot decline the entrée, offering only 3 menu items can lead to more food waste.

- So, how many menu items may a student decline for a meal to still qualify as reimbursable? One or two, depending on the number of menu items offered.

OT-9

Display OT-9: Lunch Menus (first half)

The menu displayed on the transparency is an example of a 3-menu item lunch, the minimum that can be offered. Note that, to meet the standard for calories, the Taco Salad would have to be “grande,” including meat or beans, rice, tortilla or chips, lettuce, dressing, and so forth.

Lunch Menu
(Grades K-6)

3 Menu Items:

- Taco Salad
- Watermelon
- Choice of Milk

VERSUS

OVS Nutrient Standard Menu Planning

What can a student take for the lunch to be claimed as reimbursable? A student must take 2 or more menu items, of which one must be the entrée:

- Taco Salad, Watermelon, and Milk (all 3 menu items)
- Taco Salad and Watermelon (entrée and side dish)
- Taco Salad and Milk (entrée and milk)

Display OT-9: Lunch Menus (second half)

The second lunch menu provides 5 menu items. If the Taco Salad included only chicken, lettuce, tortilla or chips, and dressing, for example, the menu would still provide sufficient calories.

Lunch Menu
(Grades K-6)

5 Menu Items:

- Taco Salad
- Refried Beans
- Spanish Rice
- Watermelon
- Choice of Milk

OVS Nutrient Standard Menu Planning

- ▶ What can a student take from this menu for the lunch to be claimed as reimbursable? A student may decline no more than 2 menu items, so she or he must take 3 or more, of which one must be the entrée:
- ▶ What are some possibilities?
 - Taco Salad, Beans, Rice
 - Taco Salad, Rice, Watermelon
 - Taco Salad, Watermelon, Milk
 - Taco Salad, Beans, Milk
 - Taco Salad, Rice, Milk
 - Taco Salad, Beans, Watermelon

Remember, the student may not refuse the entrée for the meal to be reimbursed, so Taco Salad was always included in the possibilities above.

Special Situation: Food/Theme Bars

Salad bars, potato bars, taco bars, pasta bars and other food/theme bars appeal to students of all ages. These can be offered as complete lunches under NSMP as long as they include an entrée, fluid milk, and at least 1 other menu item. Or, they can be offered as part of a meal, such as a salad or fruit bar for a side dish. Keep in mind that any foods packaged together become 1 menu item.

The menu planner must establish serving size(s) for OVS for food bars. The student must take the full established serving size for the menu item to count toward OVS.

OT-10 Display OT-10: Taco Bar Lunch Menu #1

- ▶ How many menu items are in Taco Bar Lunch Menu #1?

If you said 16, you're right, and a student would have to take 14 menu items to have a reimbursable meal. Just imagine the difficulty recognizing reimbursable meals!

Taco Bar Lunch Menu #1
(Grades 7-12)

Taco Shell	Sour Cream
Seasoned Meat	Guacamole
Refried Beans	Baby Carrots
Spanish Rice	Cucumber Slices
Chopped Lettuce	Choice of Fruit
Diced Tomato	Flan (Mexican egg custard)
Grated Cheese	Oatmeal-Raisin Cookie
Fresh Salsa	Choice of Milk

How many menu items?

Nutrition Standard Menu Planning
18

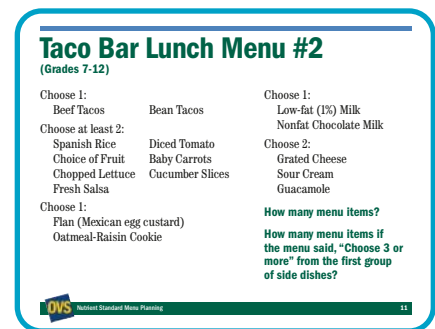
The trick to OVS for food/theme bars under NSMP is knowing which foods are which menu items. The menu planner must designate each of the menu items and the required quantities and communicate this meal structure and students' selection options to managers, cashiers, and students. For instance:

- Entrée—All reimbursable meals must include the entrée, so how it is designated is crucial. In the *Taco Bar* example, the **planned** entrée is 2 taco shells filled with either Meat or Beans and offered as 1 menu item.
- Side Dishes—Grouping side dishes still gives students choices but limits the number of menu items offered so that cashiers have a reasonable job to do.
- Milk—Milk is straightforward, even if several types of fluid milk are offered.

OT-11 Display OT-11: Taco Bar Lunch Menu #2

Menu #2 shows one way the menu items could be designated and merchandised.

- ▶ How many menu items as it is written here? (5.)
- ▶ How many if students can choose 3 or more from the first group of side dishes? (6.)



You could also create 6 menu items by splitting these foods into 2 groups of choices. For example:

- | | |
|-------------------|--------------------|
| Choose 1: | Choose at least 2: |
| ■ Spanish Rice | ■ Chopped Lettuce |
| ■ Choice of Fruit | ■ Diced Tomato |
| | ■ Baby Carrots |
| | ■ Cucumber Slices |
| | ■ Fresh Salsa |

Note: The smaller amounts of grated cheese, sour cream, and guacamole are condiments for this menu and are, therefore, not menu items.

- ▶ Now that the 5 menu items have been defined, what are some possible reimbursable meals from this food/theme bar?

Any meal that contains the entrée (2 Tacos with Filling) and at least 2 other items, since there are 5 menu items offered and students must take 3 or more items including the entrée.

Now we will do an activity with more sample menus—get ready to practice!

- ▶ **ACTIVITY: Reimbursable Lunches (cooperative learning)**

1. Assign each group of 4-5 participants one or more sample lunch menus for grades 7-12 using Activity Sheet 2.
2. Ask them to review the menu and put together an illustration of it using food photo cards or plastic/rubber food models.
3. Ask each group to discuss and write in the “reimbursable meals” column as many combinations of menu items as possible that would qualify as reimbursable meals.
4. Next, have each group write in the “not reimbursable” column several combinations that would **not** qualify for reimbursement.
5. Finally, each group presents to the larger group: first, the menu (write it on the board/flip chart and display food photos or models) and then several combinations (illustrated with photos or models) without identifying them as reimbursable or not. Have the small group then “quiz” their colleagues to identify each as reimbursable or not. When confirming the correct answers, small group members should state why or why not the combination qualifies as a reimbursable meal. Also refer to the *Activity Sheet 2—Answer Key* in Appendix A.

5

Step 5: Lay Out the Breakfast

Trainers: This section explains program requirements, or what students must be offered, for breakfast, written as you might present it in a training session. In the activity, participants will look at sample breakfast menus and discuss variations they observe.

What Must Be Offered at Breakfast

OT-12

Display OT-12: What's for Breakfast?

To meet program requirements under NSMP, the menu planner must plan breakfast menus that:

- Contain at least 3 menu items.
- Meet the nutrient standards for the appropriate grade/age group when averaged over one school week menu.

What's for Breakfast?

<p>Students must be offered a breakfast that:</p> <ul style="list-style-type: none"> Contains at least 3 menu items Meets nutrient standards <p>A menu item is any single food or combination of foods except:</p> <ul style="list-style-type: none"> Condiments Foods of minimal nutritional value (FMNV) (that are not part of another menu item) 	<p>Menu items for breakfast include:</p> <p>Milk</p> <ul style="list-style-type: none"> Fluid Served as a beverage or on cereal or both <p>Side dishes—at least 2</p> <ul style="list-style-type: none"> Any other food or combination of foods except: <ul style="list-style-type: none"> Condiments FMNV not in a menu item
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Note: There is no entrée at breakfast as there is at lunch. All foods must be offered in the serving size established by the menu planner.

Menu Items

As at lunch, a breakfast menu item may be any single food or combination of foods **except**:

- Condiments/Garnishes—small amounts of food used to enhance the flavor or appearance of a menu item, including foods such as relishes, catsup, mustard, salad dressing, jelly, gravy, whipped topping, butter and margarine, as well as garnishes (grated cheese, chopped vegetables, grated coconut, raisins, chopped nuts, and so on). While these foods cannot count as menu items, condiments and garnishes must be included in the nutrient analysis of menus.
- Foods of minimal nutritional value (FMNV)—such items as soda water, water ices, certain candies, and chewing gum. While FMNV cannot be offered as menu items, they can be used to garnish menu items. For example, a cupcake decorated with candy corn can be counted as a menu item.

What about “combination foods”?

For the School Breakfast Program, there are no “combination foods” in NSMP, only menu items. Food items that include several foods can be offered as 1 or more menu items. How they are offered to students is the deciding factor, and this is determined by the menu planner.

Menu Items at Breakfast		
Q: How many menu items?	1 menu item	More than 1 menu item
A: It depends on how you offer it.	Ham & Egg on a Biscuit	Sliced Ham Scrambled Egg Flaky Biscuit
	Cereal with Sliced Bananas	Cereal Banana
	Cheese Toast	Toast Sliced Cheese

- If you offer “Ham and Egg on a Biscuit” and the student does not have the choice of taking either the ham or egg or biscuit separately—this counts as 1 item.
- If you offer “Ham slice” and “Scrambled Egg” and “Flaky Biscuit” and the student can choose any 1 of these side dishes separately—then this counts as 3 menu items.

► Can you think of other examples?

- Cereal with Sliced Bananas (1 menu item) vs. Cereal, Banana (2 menu items)
- Cheese Toast (1 menu items) vs. Toast, Sliced Cheese (2 menu items)

Nutrient Standards

As with NSMP lunches, breakfasts must meet the nutrient standards for the appropriate grade or age groups when averaged over a school week of menus. These standards vary because children's nutritional needs vary with age.

Choosing the appropriate nutrient standards is the menu planner's responsibility. All child nutrition program staff should be aware of the age/grade groups, however, to understand better the reasons for any differences in foods offered or portion sizes.

OT-14

Display OT-14: Nutrient Standards for Breakfast

The **grade** groups established for school breakfast are:

- Preschool
- Grades K-12
- Grades 7-12 (optional)

Optional **age** groups established for breakfast are the same as for lunch and include:

- Ages 3-6 years
- Ages 7-10 years
- Ages 11-13 years
- Ages 14 years and older

Menu planners can also customize nutrient standards so that they more closely fit the age/grade combinations of their schools or districts. In addition, if only one age or grade is outside the established level, schools may use the levels for the majority of children regardless of the option selected.

Nutrient Standards for Breakfast

Nutrient standards for breakfast are established for the following <i>grade</i> groups:	Menu planners can use nutrient standards based on the following optional <i>age</i> groups:	The menu planner may customize the nutrient standards to more closely fit the age/grade combinations in their schools/district. In addition, if only one age or grade is outside the established levels schools may use the levels for the majority of children, regardless of the option selected.
<ul style="list-style-type: none">• Preschool• Grades K-12• Grades 7-12 (optional)	<ul style="list-style-type: none">• Ages 3-6 years• Ages 7-10 years• Ages 11-13 years• Ages 14 years and older	
OR	OR	

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Serving Sizes

To meet the nutrient standards, the menu planner chooses the appropriate serving size of each food. She or he does this to make sure the amount of food is appropriate for the nutritional needs of each age/grade group and the serving size is one that a student in the age/grade group could reasonably consume. Thus, it is important for the menu planner to communicate the planned serving sizes to all staff, and for staff to prepare and serve food accordingly.

► ACTIVITY: Show What You Know (cooperative learning)

1. Assign each group of 4-5 participants at least one sample breakfast menu (grades K-12) from Activity Sheet 3.
2. Ask each group to review the menu and put together an illustration of it using food photo cards or plastic/rubber food models.
3. Then, have each group discuss and decide how many menu items are being offered, and in which category each food belongs (menu item, milk or condiment).
4. Ask each group to report their results to the larger group, displaying their illustrated menu.

OT-15

5. **Display a summary of answers on OT-15**, showing the entire week of breakfast menus and menu items offered. Also refer to the *Activity Sheet 3—Answer Key* in Appendix A.
6. Answer questions and summarize as necessary to check for understanding.

Sample Breakfast Menus NSMP (Grades K-12)			
Food Offered	Menu Items	Food Offered	Menu Items
Assorted Fruits and Juices	4 menu items	Assorted Fruits and Juices	4 menu items
Assorted Cereals	+ fluid milk	Assorted Cereals	+ fluid milk
Cinnamon Rolls	= 5 menu items total	Choice of Fruit Yogurt	= 5 menu items total
English Muffins w/Jelly		Assorted Mini Bagels w/Jelly	
Choice of Milk		Choice of Milk	
Assorted Juices OR Apple Sauce	4 menu items	Assorted Juices OR	4 menu items
Assorted Cereals	+ fluid milk	Orange Wedges	+ fluid milk
Cheese & Egg Quesadilla w/ Salsa	= 5 menu items total	Assorted Cereals	= 5 menu items total
Toast Varieties w/Jelly		Peach Muffins Squares	
Choice of Milk		Toast Varieties w/Jelly	
Assorted Fruits and Juices	4 menu items	Choice of Milk	
Assorted Cereals	+ fluid milk		
Pancakes w/ Syrup	= 5 menu items total		
Toast Varieties w/Jelly			
Choice of Milk			

6

Step 6: Identify Reimbursable Breakfasts

Trainers: This section defines reimbursable breakfasts—or what a student must take—under OVS provisions, written as you might present it in a training session. In the small-group activity, participants will practice recognizing reimbursable breakfasts from the sample menus given.

In this section you will learn to recognize reimbursable breakfasts, that is, the minimum a student must take for your program to claim reimbursement from the Federal Government for that breakfast. Students who eat the foods offered are assured the best nutrition to fuel their activities until lunchtime. So it pays to know what reimbursable breakfasts contain and to encourage students to select them.

General OVS Requirements

OT-16

Display OT-16: Reimbursable Breakfasts

OVS is optional for breakfast at all grades. If the school food authority decides to implement OVS for breakfast under NSMP, these are general requirements it must follow:

- Students must be offered fluid milk and at least 2 additional menu items in the planned serving sizes.
- Students may decline no more than 1 of the 3 or more menu items offered.
- Students may decline any menu item, including the milk.
- Each breakfast must be priced as a unit. That is, a student pays the same price whether she or he takes 2 or more menu items.

Reimbursable Breakfasts

General requirements for OVS at breakfast:

- Students must be offered fluid milk and at least 2 additional menu items in the planned serving sizes.
- Students may decline no more than 1 of the 3 or more menu items offered.
- Students may decline any menu item, including the milk.
- Each breakfast must be priced as a unit. That is, a student pays the same price whether she or he takes 2 or more menu items.

OVS Requirements by Number of Menu Items

Let's focus on one of the statements above, specifically:

“Students may decline no more than 1 of the 3 or more menu items offered.”

Menu planners often decide to offer more than 3 menu items at breakfast, both to allow students more foods to choose from and to meet the nutrient standards over a school week of menus.

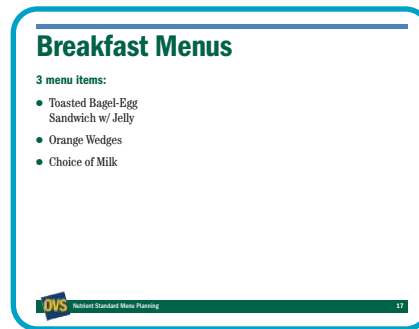
- ▶ So, how many menu items must a student take? It depends on the number of menu items offered, since the regulations state “students may decline no more than 1.”

OT-17

Display OT-17: Breakfast Menus (left column)

The menu displayed on the slide is an example of a 3-item breakfast, the minimum that can be offered.

- ▶ What can a student take for the breakfast to be claimed as reimbursable?



A student must take 2 or more menu items. For example:

- Bagel-Egg Sandwich, Oranges, Milk (2 side dishes and milk)
- Bagel-Egg Sandwich, Milk (side dish and milk)
- Oranges, Milk (side dish and milk)
- Bagel-Egg Sandwich, Oranges (2 side dishes)

Keep in mind that it is still important to encourage students to select and eat all menu items. A breakfast with only 2 of 3 menu items offered (e.g., oranges and milk) provides fewer calories and nutrients and is less likely to sustain a student through a morning of classes. Offering the same breakfast foods as 4 menu items, as in the next example, can help students gain more nutritional benefit.

Reveal second column of OT-17.

- ▶ What can a student take from this menu for the breakfast to be claimed as reimbursable? A student may decline no more than 1 menu item, so she or he must take 3 or more.
- ▶ What are some possibilities?
 - Egg, Bagel, Oranges, Milk (3 side dishes and milk)
 - Egg, Bagel, Milk (2 side dishes and milk)

As you can see, students have more options when the same foods are offered as separate menu items. And selecting 3 of the 4 items is better nutritionally than 2 of the 3 in the above example.

Reveal remainder of OT-17.

What if you offer 5 menu items? Offering more menu items gives students a wider array of choices and makes it more likely they will consume adequate calories, since they must take 4 of the 5.

- ▶ If a student takes the bagel, egg and milk from the 5-item menu, is it a reimbursable meal? No. Since 5 menu items are offered, at least 4 are required for reimbursement.
- ▶ What could a student add to the bagel, egg and milk to comprise a reimbursable meal? Oranges or Trail Mix.
- ▶ What other combinations are possible?
 - All 5 menu items
 - Any 4 menu items

Now we will do an activity with more sample menus to give you practice in recognizing reimbursable meals.

Breakfast Menu	
3 menu items:	4 menu items:
<ul style="list-style-type: none">● Toasted Bagel-Egg Sandwich w/ Jelly● Orange Wedges● Choice of Milk	<ul style="list-style-type: none">● Toasted Bagel w/ Jelly● Scrambled Egg● Orange Wedges● Choice of Milk

Breakfast Menu		
3 menu items:	4 menu items:	5 menu items:
<ul style="list-style-type: none">● Toasted Bagel-Egg Sandwich w/ Jelly● Orange Wedges● Choice of Milk	<ul style="list-style-type: none">● Toasted Bagel w/ Jelly● Scrambled Egg● Orange Wedges● Choice of Milk	<ul style="list-style-type: none">● Toasted Bagel Half w/ Jelly● Scrambled Egg● Orange Wedges● Trail Mix● Choice of Milk

► **ACTIVITY: Reimbursable Breakfasts (cooperative learning)**

1. Assign each group of 4-5 participants one or more sample breakfast menus for grades K-12, using Activity Sheet 4.
2. Ask them to review the menu and put together an illustration of it using food photo cards or plastic/rubber food models.
3. Ask each group to discuss and write down as many combinations of menu items as possible that would qualify as reimbursable breakfasts.
4. Next, have each group write down several combinations that would **not** qualify for reimbursement.
5. Ask each group to present to the larger group: first, the menu (write it on the board/flip chart and display food photos or models) and then several combinations (illustrated with photos or models) without identifying them as reimbursable or not. Have the small group then “quiz” their colleagues to identify each as reimbursable or not. When confirming the correct answers, small group members should state why the combination qualifies or does not qualify as a reimbursable meal. Also refer to the *Activity Sheet 4—Answer Key* in Appendix A.

7

Step 7: Make It Happen

Trainers: This section includes menu planning tips that can streamline OVS, plus ways to address logistical issues that may arise, written as you might present it in a training session. Participants will engage in role-play activities that emphasize the important and unique role of each child nutrition program staff member in implementing OVS.

Menu Planning Tips

Many aspects of menu planning have been covered within the preceding discussion and examples. The following tips are also designed to promote menu planning that facilitates or streamlines OVS implementation while maintaining student acceptance of menus.

OT-18

Display OT-18: Consistency Counts

Consistency Counts

Students and cashiers will find it easiest to recognize a reimbursable breakfast or lunch when the menu contains a consistent number of menu items each day. For example, if you plan **every lunch** with 5 menu items, staff and students will know that 3 menu items make a reimbursable meal.

However, if 6 menu items are offered at lunch on some days, staff and students can get confused. In this scenario, staff may forget that 4 menu items make a reimbursable meal and students may not understand why they are being urged to take another menu item. It is better to combine some foods and offer them as 1 menu item so that a consistent number of menu items are offered every day.

Choices within Menu Items

Extra consideration should be given to offering choices of different foods within each menu item. This is especially true at lunch, when students must take the entrée for the meal to be claimed for reimbursement. Offering choices within menu items gives students more of an opportunity to select foods they will eat, and recognizes the fact that not all students have the same tastes. It also increases the chance that a student will select a full meal and thus gain the greatest nutritional benefit.

Consistency Counts

Offer a consistent number of menu items at each meal, so that the same number of menu items are always required for a reimbursable meal.

At lunch:		At breakfast:	
Number of menu items offered:	Students must take:	Number of menu items offered:	Students must take:
3 or 4	2	3	2
5	3	4	3
6	4	5	4

Don't confuse the cashiers!

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Entrées

The majority of energy nutrients in school lunch meals are provided in entrees, giving students important nourishment for academic and athletic performance. If you offer several entrée choices, chances are students will take one. If a student does not take an entrée, you cannot claim reimbursement for that meal.

It often helps to plan choices that are similar in major nutrients (for nutrient analysis purposes) and food volume (for student appeal). For instance, combination-food entrees should be grouped on one day, single-food entrees grouped on another day.

OT-19 Display OT-19: Entrée Choices

For example:

Monday—Choose 1:


- Burrito with Salsa
- Spaghetti with Meat Sauce
- Falafel Pocket Sandwich

Tuesday—Choose 1:

- Oven-Baked Chicken
- Vegetable Chili
- Cajun Fish Fillet

Entrée Choices

Plan entrée choices similar in: <ul style="list-style-type: none">• Calories• Food volume• Total fat/Saturated fat• Vitamins• Minerals	Examples: Monday—choose 1: <ul style="list-style-type: none">• Burrito with Salsa• Spaghetti with Meat Sauce• Falafel Pocket Sandwich Tuesday—choose 1: <ul style="list-style-type: none">• Oven-Baked Chicken• Vegetable Chili• Cajun Fish Fillet
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Side Dishes

To encourage student consumption of whole-grains, fruits and vegetables—known to afford health benefits—it helps to offer choices of vegetables, fruits, and whole-grain foods as side dishes. When students are given choices and encouraged to take at least a minimum number of side dishes, they will be more likely to select reimbursable meals.

You can group side dishes by type and encourage students through merchandising to take 1 of each, or you can list all side dishes and tell students to take at least 2.

For example:

Example 1:

Choose at least 1:

- Tossed Salad with Dressing
- Carrot Sticks with Ranch Dip
- Tomato and Cucumber Slices

AND

Choose at least 1:

- Sticky Rice
- Multicolor Pasta
- Baked Potato

Example 2:

Choose at least 2:

- Tossed Salad with Dressing
- Carrot Sticks with Ranch Dip
- Tomato and Cucumber Slices
- Sticky Rice
- Multicolor Pasta
- Baked Potato

- ▶ Do you know of other strategies for offering side dish choices that encourage students to make nutritious selections? Sometimes people confuse the number of menu items and menu choices. The above example helps to point out the difference.
- ▶ How many menu items are being offered in the above example? Two side dishes—Choose 1 from each of 2 groups or choose 2 from 1 group.
- ▶ How many menu choices are being offered? Three in each of the 2 first groups or 6 from the second group. The number of choices depends on how they are grouped, even though the number of menu items is the same.

Side Dish Choices

To promote selection of healthful choices, group side dish choices by type rather than all together

Example:

Choose at least 2:
Tossed Salad
Carrot Sticks
Tomato
Cucumber Slices

Rather Than:

Choose at least 3:
Tossed Salad
Carrot Sticks
Tomato
Cucumber Slices
Sticky Rice
Multicolor Pasta
Baked Potato

AND

Choose at least 1:
Sticky Rice
Multicolor Pasta
Baked Potato

Production Planning Tips

With the help of production planning, OVS should reduce food waste. When implementing OVS for the first time, forecasting, purchasing, and other production practices may require adjustment.

OT-21

Display OT-21: Production Planning Tips

To ensure proper planning for OVS, keep accurate menu production records that show quantities of food produced and left over. These records become a valuable planning tool, since they can be used, along with other pertinent information, to estimate the amounts of each menu item to prepare the next time it is served.

Also, use cycle menus. Because cycle menus repeat themselves, they can be helpful in making production estimates more accurate. They also considerably reduce the time spent on nutrient analysis.

Production Planning Tips

To achieve the OVS goal of less food waste:

- Keep accurate menu production records.
- Use forecasting to plan food quantities.
- Use cycle menus.

OVS National Standard Menu Planning

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School Nutrition Staff Roles

Every member of the school nutrition program team has a role in OVS. This next activity will demonstrate the importance of each staff member.

► ACTIVITY: What Difference Does It Make? (role-play)

1. Divide the participants into two equal groups.
2. Tell each group their task is to have fun demonstrating to the other group the difference that the school nutrition program staff makes in OVS implementation.
3. Distribute copies of Activity Sheet 5 to one group and Activity Sheet 6 to the other.
4. Allow groups 10 minutes to prepare, including: read the Activity Sheet, decide which role each participant will play, and plan how they will execute it. Provide props such as food photo cards and role nametags as needed. Remind them to have fun but get the point across in 5 minutes or less.

5. Have each group role-play their scene in front of the other group. Allow about 5 minutes per group.
6. Discuss the following questions after each role play:
 - How would you describe staff morale in this situation?
 - What do students think of the food service?
 - How does this program fare financially?

To summarize, let's briefly look at each staff member's key role, and the characteristics for effective OVS that you just demonstrated.

OT-22 Display OT-22: School Nutrition Staff Roles

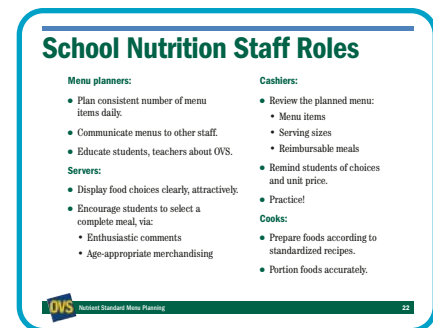
Menu Planners

Much of the menu planner's role has been covered already. For each meal, he or she determines the number of menu items, the serving size of each item, and the number of choices to offer within each item.

Once the menu is planned, communicating the planned menus and menu item definitions to the production staff, servers, and cashiers is critical to the success of OVS. It is also key to work with managers to educate students and teachers or other adults present during meals about reimbursable meals. See *Step 9: Sell the Idea* for ideas to promote OVS.

Cooks

While cooks do not usually have a direct role in planning menus or counting food items selected by students, they do play a role in OVS. For example, they must prepare menu items as directed according to standardized recipes and portion foods accurately, as appropriate.



Servers

Staff members overseeing the serving line have an important role in encouraging students to take the correct number of menu items that comprise a reimbursable meal. Strategies to do this include:

- Displaying choices clearly—so students know their options—and attractively—so they will want to take what's offered.
- Encouraging students to select complete meals by making enthusiastic comments and by using other merchandising techniques.
- Ensuring correct portion sizes.

Cashiers

Before each meal is served, the manager needs to work with the cashier to review the menu planned. Cashiers need to know the menu items being offered, their portion sizes, and what qualifies a meal for reimbursement. Menu production records are a useful tool to help accomplish this. If the menu planner has carefully communicated serving sizes and included a consistent number of menu items each day, the cashier's task should be easier.

- ▶ What can cashiers do when a student gets to the cash register with insufficient menu items for a reimbursable meal?

The best thing to do is to prevent this from happening in the first place. Educating student customers in advance and merchandising food choices clearly are the most effective methods. If it does happen, you can remind students that they must take an additional item to receive the meal at the student price; otherwise, they must pay a la carte prices.

Addressing Logistical Issues

This training would be incomplete if we didn't address some of the logistical issues that child nutrition programs face when implementing OVS. Here we suggest some of these issues along with strategies for rendering them "non-issues."

Meal Service Efficiency

OT-23

Display OT-23: Meal Service Efficiency (left half)

Some child nutrition program staff considering OVS implementation are concerned about the efficiency of meal service. That is, they feel that allowing students to choose which menu items to accept takes more time. Some programs using OVS have found this to be true—until they made small changes, such as those described below, which reduced meal service to an acceptable time span.

Key to the success of any change in meal service is student education, of course. When students know what they can expect and what is expected of them, meal service will go more smoothly. See *Step 9: Sell the Idea* for concrete ideas for educating students on OVS.

Also, take a look at your serving area and brainstorm with others about ways to improve it. Meal service can flow faster and more smoothly sometimes with just a few small changes. And adding another cashier during "rush hour" almost always helps speed things up.

Meal Service Efficiency

Issue: "OVS meal service takes too much time."

Solutions to try:

- Educate students and adults.
- Rearrange service area to improve flow.
- Add a cashier during rush times.

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More Choices, Little Space

Display OT-23: Meal Service Efficiency (remaining half)

Countless school nutrition program managers have asked, “How can we offer more menu choices when our serving lines are already so cramped?” When space is limited (isn’t it always?), think about:

- Combination foods—Menu items containing more than a single food take less space on the serving line.
- Three-dimensional displays—Arrange choices of fruits or vegetables in stacked containers, when possible, or in smaller containers side by side. Keep it visually appealing (colorful, neat) and accessible to students.
- Smaller food containers—Put smaller amounts of each menu item choice on the serving line at a time. You may have to replenish the line more often, but if it means offering more choices and thereby serving more students, it’s worth the extra effort in planning. And the added benefit of displaying smaller amounts is that food on the serving line looks (and often is) fresher.
- Mobile serving carts—Utilize those you have or find a way to purchase more. Any time you use mobile carts to expand your service area or take food to where students gather, you increase efficiency of service and often increase program participation overall.

Meal Service Efficiency

Issue: “OVS meal service takes too much time.”


Solutions to try:

- Educate students and adults.
- Rearrange service area to improve flow.
- Add a cashier during rush times.

Issue: “Offer more choices?! Our serving space is already cramped!”

Solutions to try:

- Use smaller serving pans.
- Make three-dimensional displays.
- Utilize mobile serving counters.

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Self-Serve Situations

When students serve themselves from a salad bar or other food/theme bar, determining the number of menu items taken can be tricky. For example, it’s fairly obvious when a student has the entrée (which must be designated) and other food (side dishes) on his or her plate. But you can’t always tell if the small amount of vegetables on the side are a sufficient amount to comprise the planned serving size of a side dish. Or, when the specialty/theme bar **is** the entrée, how much do students need to take to meet the planned serving size? We’ll explore answers in the next activity.

► **ACTIVITY: Demystifying Self-Serve Situations (brainstorm)**

Have participants brainstorm ways to make portion sizes on self-service lines less of a mystery. You may wish to offer the following suggestions (summarized on OT-24):

- Make sure the menu planner has communicated serving sizes of each menu item. Planning consistent serving sizes of similar foods, such as $\frac{1}{2}$ cup of vegetables or 1 cup rice, from meal to meal can also help cashiers recognize adequate portions taken.
- Pre-portion some foods—You may want to do this especially with more expensive items (to control costs) or higher-fat items (to limit intake of fat). Purchased foods may come in their own packages.
- Use portion-control serving utensils—Ladles and scoops may encourage students to take at least the minimum portion.
- Measure out a portion and place it near the cashier so she can compare it with what students have on their plates.

Pre-pack/Pre-plated Meals

OT-24

Display OT-24: Alternative Meal Service

Schools using a pre-pack or pre-plate delivery system may want to investigate the cost of modifying their system to make it more conducive to OVS. Two alternatives are:

- Individually portion and package each menu item.
- Convert to a modified bulk delivery system where some food can be portioned at the point of service.
- Consider the cost of packaging, storage, transportation, and labor, along with the cost savings expected from implementing OVS.

Alternative Meal Service

Issue: "How do I recognize adequate portions in self-service situations?"

Solutions to try:

- Know the planned portion sizes.
- Plan consistent portions of similar foods.
- Pre-portion some foods.
- Use portion control serving utensils where feasible.
- Display a sample portion for students and cashiers.
- Educate students, adults.

Issue: "How do we implement OVS with a pre-pack or pre-plate delivery system?"

Solutions to try:

- Individually portion or package each menu item.
- Convert to modified bulk delivery (portion some items at point of service).

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8

Step 8: Practice Makes Perfect

Trainers: The following scenario or case study of a school nutrition program is designed to help participants work in small groups to create strategies for successful OVS.

► **ACTIVITY: OVS Consultants (case study)**

1. Divide the participants into smaller groups of 4-5 people.
2. Explain that they will be given the same case study. Their task will be to “solve” the case study using what they have learned in this training.
3. Instruct them in the three specific tasks listed on Activity Sheet 7.
4. Distribute Activity Sheet 7 to each small group and have one member read the case study aloud to the small group. Answer any questions about the case study at this point.
5. Allow about 15-20 minutes for groups to accomplish the three tasks and prepare to report back to the larger group.
6. Ask groups to report back by task. Write their contributions on flip chart if desired. That is, all groups give input on task #1, explaining OVS benefits. Then all groups give examples of possible reimbursable meal combinations (task #2), and so on. When groups report on task #3 (or before), bring up potential concerns of the staff in the case study, such as OVS increasing meal service time, and ask groups to respond.
7. Point out that participants have just reviewed what was covered in this training. Answer any remaining questions.

9

Step 9: Sell the Idea

Trainers: This section outlines concerns about OVS from various members of the school community—and how to address them—written as you might present this information in a training session. In the activity, participants will further explore ways to address these concerns in order to promote OVS successfully.

When asked about the obstacles they face in OVS, many school nutrition program directors and managers cite a lack of support from staff, administrators, parents, and teachers. They recognize a need for promoting OVS throughout the school community, from educating students about their food choices to increasing awareness among adults.

So, in this section we will explore the potential concerns of various audiences and discover ways to address them, in order to win full support for successful implementation of OVS.

Teaching Students

Most students catch on quickly to new ways of doing things. To minimize confusion, however, they have to be shown the ropes. You must educate students in advance if they are to make healthful choices while meal service operates smoothly under OVS.

OT-25

Display OT-25: Teaching Students

Students may be concerned or confused about the following:

- Number of items they can select—Younger students, especially, may wonder how many foods they can select, especially when offered a great variety of choices.
- Portion sizes—Older students may try to talk servers into larger portions of the menu items they've chosen. Conversely, younger students may want less than a full serving of a menu item.
- Pricing—Ever heard, “How come I only took 3 foods and she took 5 and we pay the same price?” Your answer might be, “You may take 2 more foods and not pay more.” Even better, however, would be to clearly publicize the unit-pricing requirement from day one. That is, post signs and tell your customers that the price of each meal is the same, whether a student chooses all or fewer menu items, and that students must pay extra for more than 1 portion of the same menu item.

Teaching Students

Concerns:

- Number of items to select
- Must take an entrée at lunch
- Portion sizes
- Pricing

Strategies:

- Encourage students to select complete meals
- Use age-appropriate materials (posters, table tents, other signs) at the point of service.
- Promote consistent, key messages.
- Give hands-on demonstrations.
- Enlist teachers' help.
- Remind them again and again.

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Whether you are introducing OVS for the first time or just orienting new students at the start of the school year, keep in mind the following tips.

- *Use age-appropriate materials.* Younger students might benefit from activity worksheets featuring a school meal tray, on which they could color in the foods they select from a given menu. Older students might prefer manipulating food models or responding to a one-page fact sheet. Cafeteria posters can be adapted for or even designed by students of all ages.
 - *Promote consistent, key messages, and encourage students to take a complete meal.* For example, when NSMP menus feature 5 menu items and are structured to support the *Food Guide Pyramid*, you can use the slogan, “3 are good, 4 are better, 5 are best!” Use this message in classroom presentations and printed menus and on point-of-service signs when describing how to select menu items that represent the *Food Guide Pyramid*’s 5 food groups. It also affirms the message that students should eat food from the 5 major food groups each day.
 - *Give hands-on demonstrations.* For example, use food models or photos in classrooms, and sample meal trays on the serving line. Offer cafeteria tours/ kitchen field trips for students.
 - *Enlist teachers’ help.* Offer to incorporate OVS information into nutrition lessons. For example, show how school lunches provide foods from the 5 major groups in the *Food Guide Pyramid*. Then demonstrate how completely (or incompletely) lunches with 3, 4 and 5 menu items meet the Pyramid guidelines.
 - *Remind them again and again.* Reinforce OVS procedures daily with students as they come through the serving line. While posters and menu boards help, there is no substitute for friendly, consistent reminders about what students can select. Servers should prompt students to choose quickly (without harassing them!). Questions like, “Would you like corn or carrot sticks?” and “Which fruit are you going to have today?” encourage food selection but reinforce that the choice lies with the student.
- What other strategies have you heard of or tried that might be effective in promoting OVS with students?

Convincing Administrators

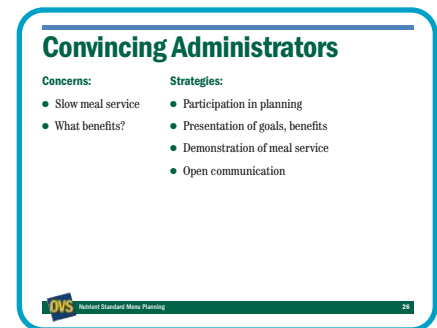
OT-26

Display OT-26: Convincing Administrators

The main concern with OVS voiced by principals and other administrators is that it “slows down the line”—that is, the time required for meal service increases when OVS is implemented. Many school nutrition program staff agree this is the case at first, but that service speeds back up once students and staff understand the procedure and have done it for a while. Administrators object to this inconvenience especially when they lack understanding of the benefits of OVS.

Thus, education in advance is also critical for this audience. Many school nutrition program directors say, “written memos don’t work.” Instead, try some of the following strategies:

- **Participation**—If feasible, invite the principal to help develop the implementation plan and time line. When she or he sees what is involved, she or he may be more patient with the time it takes to get it up and running.
 - **Presentations**—Either before school starts or at regular meetings, tell administrators about the goals of OVS, your implementation plans, and how it will benefit students and the program budget. Include any evaluation results you have, or offer to do an evaluation, that demonstrate benefits such as food waste reduction, cost savings, and/or increased student satisfaction. You may want to summarize OVS benefits and plans on a one-page fact sheet.
 - **Demonstration**—Invite administrators to the cafeteria to see what you’ve done to make meal service more efficient, including how food selections are arranged on the serving line. Perhaps they’ll have ideas for even greater efficiency! Arrange for administrators to visit or interview other administrators at schools where OVS is in place.
 - **Open communication**—Keep administrators posted on implementation progress. Be flexible and willing to work things out to everyone’s satisfaction.
- What other strategies have you heard of or tried that might be effective in promoting OVS with administrators?



Educating Teachers

OT-27

Display OT-27: Educating Teachers

Teachers, too, can be concerned about the time required for meal service under OVS, especially if they must supervise students before getting a lunch break themselves. In schools all over the nation, school nutrition program staff have seen teachers act on their strong feelings that students should take and eat all foods offered.

Perhaps these teachers lack confidence in students' ability to make choices, or remember times when food was scarce and children were urged to clean their plates.

When faced with these concerns we must ask, "Whose choice is it?" Then, we must provide clear answers and guidance to teachers. The following strategies (some similar to those for administrators, above) work best:

- **Participation**—Invite teachers to help develop the implementation plan and time line. Perhaps they can find a way for supervision responsibilities to be creatively shared or compensated. When they feel their concerns are heard and addressed, teachers may be more patient with the time it takes to get OVS up and running.
- **Presentations**—Either before school starts or at regular meetings, tell teachers briefly about the goals of OVS, your implementation plans, and how it will benefit students. Show them, using food models/photos, examples of the selections students can make. Remind them that even young students are becoming savvy consumers and can make their own food choices. You may want to summarize OVS benefits and procedures on a one-page fact sheet that they can refer to later. A 5- to 10-minute presentation should suffice.
- **Demonstration**—Invite teachers to the cafeteria to observe your efforts toward meal service efficiency, such as arranging food selections together on the serving line. Offer cafeteria tours for their students.
- **Collaboration**—Make yourself available for 10-minute classroom demonstrations of OVS provisions. Or work out a way that OVS can tie in with nutrition lessons they've planned.
- **Open communication**—Keep an eye and ear open to teachers' future concerns. Thank them for their efforts to see that students are nourished. Remind them, also, that it is up to the students to choose what and how much to eat—or throw away.

Educating Teachers

Teacher's Concerns:

- Slow meal service
- Students won't make wise food choices.

Strategies:

- Participation in planning
- Presentation of goals, benefits
- Demonstration of meal service
- Collaboration to educate students
- Open communication

Key points:

- Students can make their own food selections, but must select an entrée at lunch.
- Students may refuse any side dish or milk.
- We encourage students to take complete meals.
- Show how many items students may decline at breakfast and at lunch.

OVS Student Standard Menu Planning

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When communicating with teachers about OVS, keep in mind the following points:

- Students choose what menu items to take.
 - Students may refuse any menu item other than the entrée.
- What other strategies have you heard of or tried that might be effective in promoting OVS with teachers?

Promoting to Parents

OT-28 Display OT-28: Promoting to Parents

Some parents feel, as some teachers do, that children should take and eat all the foods offered in school meals. Some parents may lack confidence in their children's abilities to make wise food choices. Others may feel that their children are not receiving full program benefits when some foods can be declined, or that kids won't select enough to eat, under OVS. Another concern of parents regarding OVS may be that they disagree with or lack understanding about how and why meals are priced as a unit. Also, they may object to the additional cost for extra portions.

Whatever their concerns, parents can be vocal critics of your program, and it pays to address their concerns and turn them into satisfied secondary customers. Some ways to do that include:

- **Presentations**—At PTA meetings, back-to-school night, or for other parent groups where you are invited, tell parents briefly about the goals of OVS and how it will benefit their children. A 5- to 10-minute presentation should suffice. Show them, using food models/photos, examples of the choices students can make. Invite them to the cafeteria during a meal to observe OVS in action. You may want to summarize OVS provisions on a one-page fact sheet that they can refer to later, but verbal communication is often most effective.
- **Newsletters**—If families in your school frequently read the PTA or principal's newsletter, include periodic reminders or clarifications about OVS in these publications. Keep them short and to the point.
- **Open communication**—Keep an eye and ear open to parents' future concerns. Remind them, as needed, that it is up to the students to choose what and how much to eat—or throw away.

Promoting to Parents

Parents' Concerns:

- Students should take and eat all foods
- Students can't make wise food choices
- Kids won't get enough to eat
- Same price for less food

Strategies:

- Presentation of goals, benefits
- Invite them to observe meal service
- Newsletter updates
- Open communication

Key messages:

- Students can make food selections, and will more likely eat what they select.
- It's up to parents, and other adults to teach kids—by example—to make healthful choices.
- Students are encouraged to select all foods.
- Policy for extra portions at extra cost is unaffected by OVS.

OVS Nutrient Standard Menu Planning 28

When communicating with parents and other adults about OVS, focus on key messages, such as:

- Even young students are becoming savvy consumers and can make their own food choices.
 - Children are more likely to eat—and gain the most nutrition from—the foods they choose.
 - It is up to parents, teachers, and other adults to teach students—most often by example—about making healthful choices.
 - Students can always select all the foods offered as part of the menu—for the same price as fewer foods—and are encouraged to do so.
 - The policy that an additional portion of the same menu item costs extra is not affected by OVS provisions.
- ▶ What other strategies have you heard of or tried that might be effective in promoting OVS with parents?

In the next activity, you will get a chance to plan an OVS promotion for one of these audiences.

▶ **ACTIVITY: Designing OVS Promotions (cooperative learning)**

1. Divide participants into four cooperative learning groups.
2. Assign each group a different audience: students, administrators, teachers, and parents.
3. Explain that they will have 15 minutes to design an OVS promotion for their assigned audience. They must address at least one of their audience's concerns just identified in class and prepare a 5-minute presentation of their promotion strategy to their classmates.
4. Encourage groups to be creative but realistic. Provide information, props, visual aids, and other resources to each group, as needed.
5. As groups make presentations, praise the highlights and suggest improvements or additions for when they try these strategies in their work setting.

Training School Nutrition Staff


OT-29

Display OT-29: Training School Nutrition Staff

As school nutrition staff, you may have concerns too. You may feel some resistance to the changes involved, or worry about time and space limitations (we discussed solutions earlier, in *Step 7: Make It Happen*). Some of you may sympathize with students who have trouble adjusting to new procedures.

Training School Nutrition Staff

Staff Concerns:	Strategies:
<ul style="list-style-type: none">• Resistance to change• Time and space limitations• Sympathy for students	<ul style="list-style-type: none">• Understand reasons for changes.• Recall the benefits of OVS.• Set realistic goals, implement gradually.• Keep communication open.• Reward success!

 Nutrient Standard Menu Planning 29

If starting OVS changes how you must do your job, that can feel threatening. To help overcome any resistance to change, try the following:

- Be sure you understand the reasons for any changes, and keep asking questions to gain clarification on any aspect of OVS.
- Recall the benefits of OVS—to you, your student customers, and the program budget.
- Help set realistic goals and a timeline to implement the changes gradually, so you can be successful and evaluate and refine procedures as you go along.
- Keep communication open, from confirming that all staff members know what portion sizes to serve, to giving your manager frequent updates on OVS implementation progress.
- Recognize good effort—your own, your coworkers’—and reward yourselves for successful implementation.

If students try to convince you to allow them to select foods in ways that disagree with OVS provisions, you may be tempted to sympathize with them. If you find this happening, remember that, while customer relations are important, so are your jobs! Stay positive, and try these tactics:

- Explain to students how OVS and any recent changes benefit them (more flexibility in selecting foods).
- Encourage students to take reimbursable meals. If they want larger portions of some foods while refusing others, for example, explain that the policy on portion sizes has not changed, and that extra portions are available at cost (or whatever your school policy is). Encourage them to select another side dish instead of larger portions.

- ▶ Hopefully this training has addressed most of your concerns. But what about others who work in the child nutrition program? Whenever new or substitute employees come on board, they will need OVS training. Some ways to provide this include:
 - On-the-job mentoring/training—Demonstrate, as we have in this training’s activities, what must be offered, what a student can select, and how it affects many aspects of the program, from food production to finances. Use foods on the serving line or food models/photos to aid understanding. Rotate mentoring responsibilities among experienced employees, since the best way to learn something is to teach it!
 - Home study—Check if appropriate materials, such as a video/workbook set, are available for your menu planning system.
 - Regular training sessions—Schedule a regular review of OVS provisions and procedures at least annually for all employees. Classroom/group settings encourage staff to share useful tips on OVS implementation.

What other strategies have you heard of or tried that might be effective in promoting OVS with school nutrition program staff?

10

Step 10: Measure Your Success

Trainers: You may give this set of 10 questions to participants as a written post-test, or use it verbally with the group. It aims to assess whether participants have met the core educational objectives of this module. Answers are in Appendix B; *Answers to “Measure Your Success” — Step 10.*

Directions: For each item below, choose the best answer that completes the statement or answers the question with regard to NSMP. There is only one correct answer per question.

1. The goals of OVS are to:
 - a) Increase food selection by students and improve menu planning.
 - b) Decrease plate waste and provide more food choices.
 - c) Permit students to select foods they want to eat and decrease food waste.
 - d) Make meal counting easier and save money in child nutrition programs.
2. Which of the following is **not** a general rule under OVS?
 - a) OVS must be implemented at all grade levels.
 - b) Meals must be priced as a unit.
 - c) Students have the option of which foods to decline, other than the entrée.
 - d) Serving sizes must equal or exceed the minimum planned quantity for each age or grade group.
3. What is the **minimum** number of menu items that must be offered at **lunch**?
 - a) 4: meat/meat alternate, grains/breads, vegetables/fruits, and milk.
 - b) 3: entrée, side dish, milk.
 - c) 4: entrée, milk, and two side dishes.
 - d) 5: entrée, grains/breads side dish, vegetables/fruits side dish, dessert, and milk.

4. Assuming a lunch contains at least the minimum number of menu items required, what other requirements must the lunch meet to qualify for reimbursement?
- a) Meets the minimum serving sizes established by the menu planner.
 - b) Provides foods from the 5 major food groups on the *Food Guide Pyramid*.
 - c) Meets the nutrient standards for the appropriate grade or age groups when averaged over 1 school week's menu.
 - d) Both (a) and (c).

LUNCH MENU (referred to in Questions 5-7):

- Roast Beef Sandwich with mayonnaise, mustard, lettuce and tomato
OR Baked Chicken with BBQ Sauce and Cornbread
 - Oven-Fried Potatoes with Catsup
 - Carrot Sticks with Dip
 - Vanilla Pudding
 - Choice of Milk
5. From the 5 menu items above, what is the maximum number of menu items a high school student may decline under OVS?
- a) None
 - b) 1
 - c) 2
 - d) 1, 2, or 3
6. In the menu above, which foods may a student decline?
- a) Any food except the milk.
 - b) Any food except the entrée.
 - c) Any food.
 - d) Only the pudding.

7. From the menu above, which of the following combinations qualifies as a reimbursable meal?
 - a) Entrée, Potatoes and Carrots.
 - b) Potatoes, Carrots and Pudding.
 - c) Entrée and Milk.
 - d) Both (a) and (c).
8. Under OVS regulations for **breakfast**, which of the following combinations of menu items **cannot** qualify as a reimbursable meal?
 - a) Fluid milk and 3 additional menu items.
 - b) Fluid milk and 1 additional menu item.
 - c) Fluid milk and 4 additional menu items.
 - d) Fluid milk and 2 additional menu items.
9. Which of the following menus may be offered to comprise a reimbursable breakfast?
 - a) Milk, sausage, pancake, and applesauce.
 - b) Oatmeal, toast, fruit cup and milk.
 - c) Scrambled Egg, melon wedge, and milk.
 - d) Any of the above that meet the appropriate nutrient standards when averaged with other breakfasts over a week.
10. At breakfast, OVS allows students to decline how many menu items?
 - a) 2
 - b) 1
 - c) It depends on the number of items offered.
 - d) None.

Training Tools

Overhead Transparencies

1. What Is OVS?
2. OVS: Who, When, and Where?
3. What's for Lunch?
4. Menu Items at Lunch
5. One Menu Item—or Two?
6. Nutrient Standards for Lunch
7. Sample Lunch Menus
8. Reimbursable Lunches
9. Lunch Menus
10. Taco Bar Lunch Menu #1
11. Taco Bar Lunch Menu #2
12. What's for Breakfast?
13. Menu Items at Breakfast
14. Nutrient Standards for Breakfast
15. Sample Breakfast Menus
16. Reimbursable Breakfasts
17. Breakfast Menus
18. Consistency Counts
19. Entrée Choices
20. Side Dish Choices
21. Production Planning Tips
22. School Nutrition Staff Roles
23. Meal Service Efficiency
24. Alternative Meal Service
25. Teaching Students
26. Convincing Administrators
27. Educating Teachers
28. Promoting to Parents
29. Training School Nutrition Staff

Activity Sheets

1. Sample Lunch Menus—NSMP (Grades K-6)
2. Sample Lunch Menus—NSMP (Grades 7-12)
3. Sample Breakfast Menus—NSMP (Grades K-12)
4. Sample Breakfast Menus—NSMP (Grades 7-12)
5. Role Play—The Case of the Nearsighted "Not-My-Job" Crew
6. Role Play—The Case of the "Do-It-Right" Dynamos
7. Case Study—OVS Consultants

Appendices

- A. Activity Sheet Answer Keys
- B. Answers to Post-test Questions

Sources for Other Training Tools

Food Models for General Audiences (food photo cards; \$23.00 + shipping)
National Dairy Council
(800) 426-8271 FAX: (800) 974-6455

Life/form Food Replicas (plastic/rubber food models; prices vary)
NASCO Nutrition Teaching Aids
(800) 558-9595
www.homeschool-nasco.com

Additional Resources

A Menu Planner for Healthy School Meals. United States Department of Agriculture, Food and Nutrition Service. FNS-303. 1998.

Appendix A: Answer Keys

Activity Sheet 1—Answer Key

Sample Lunch Menus—NSMP (Grades K-6)

FOODS OFFERED	MENU ITEMS
Vegetable Lasagna, Italian Bread OR American Sub Sandwich with Mayo, Mustard Carrot/Celery Sticks with Dip Peach Crisp Choice of Milk	<i>Entrée (choice)</i> <i>side dish</i> <i>side dish</i> <i>fluid milk</i>
French Dip Roast Beef Sandwich, Oven Fries OR Nachos with Beans Tossed Salad with Ranch Dressing Strawberry-Banana Fruited Gelatin Choice of Milk	<i>Entrée (choice)</i> <i>side dish</i> <i>side dish</i> <i>fluid milk</i>
Beef-Vegetable Soup with Crackers OR Fusilli Pasta with Tomato Sauce, Parmesan Salad Bar with Assorted Dressings OR Assorted Steamed Vegetables Whole-Wheat Roll Fruit Juice Bar OR Sherbet Choice of Milk	<i>Entrée (choice)</i> <i>side dish (choice)</i> <i>side dish</i> <i>side dish (choice)</i> <i>fluid milk</i>
Honey Lemon Chicken, Brown Rice Pilaf OR Cheese Pizza Seasoned Green Beans Orange Juice Whole-Wheat Sugar Cookie Choice of Milk	<i>Entrée (choice)</i> <i>side dish</i> <i>side dish</i> <i>side dish</i> <i>fluid milk</i>
Vegetable Egg Roll with Sweet & Sour Sauce OR Cajun Fish Filet with Lemon Steamed Rice Broccoli & Cauliflower Polonaise Chilled Pineapple Chunks Peanut Butter Bar Choice of Milk	<i>Entrée (choice)</i> <i>side dish</i> <i>side dish</i> <i>side dish</i> <i>side dish</i> <i>fluid milk</i>

Activity Sheet 2—Answer Key

Sample Lunch Menus—NSMP (Grades 7-12)

FOODS OFFERED	PORTIONS	REIMBURSABLE MEALS	NOT REIMBURSABLE
Bean and Cheese Burrito with Spanish Rice OR Turkey Club Bagel with Lettuce and Tomato Carrot & Celery Sticks with Creamy Dip Chilled Fruit Cocktail Choice of Milk	1 burrito, 1 cup rice 1 sandwich, ½ cup veg ¼ cup veg, 2 oz dip ½ cup fruit 8 oz	Full portions of entrée + 1, 2, or 3 other menu items	Entrée only Entrée + 1 other menu item, either in less than full portion
Hamburger on Wheat Bun, Oven-Fries, Catsup OR Chicken Fajitas, Tortillas, Salsa French-Cut Green Beans Cherry Cobbler Choice of Milk	1 sandwich, ½ cup veg 1 fajita + 1 tortilla ½ cup 1 portion 8 oz	Full portions of entrée + 1, 2, or 3 other menu items	Entrée only Entrée + 1 other menu item, either in less than full portion
Vegetable Lasagna with Italian Bread OR Roast Beef Sandwich on 7-Grain Bread, Pretzels Tossed Salad with Italian Dressing Fresh Orange Choice of Milk	1 portion, 1 slice bread 1 sandwich, 2 oz pretzels 1 cup 1 orange 8 oz	Full portions of entrée + 1, 2, or 3 other menu items	Entrée only Entrée + 1 other menu item, either in less than full portion
Honey BBQ Chicken with Tater Tots & Catsup OR Baked Potato Bar (chicken, ham, cheese, broccoli, carrots, cauliflower) Whole-Wheat Roll Seasoned Green Peas Raspberry Gelatin Choice of Milk	2 pc chicken, ½ cup veg 1 portion 1 2-oz roll ½ cup ½ cup 8 oz	Full portions of entrée + 2 or 3 other menu items	Entrée only Entrée + 1 other menu item Entrée + 2 other menu items, any in less than full portion
Curried Chicken-Vegetable-Rice Bowl OR Beef Tacos with Lettuce, Tomato, Cheese Golden Corn Fruit Juice Bar Choice of Milk	1 C rice, 1 C meat+veg 2 each ½ cup 1 each 8 oz	Full portions of entrée + 1, 2, or 3 other menu items	Entrée only Entrée + 1 other menu item, either in less than full portion

Activity Sheet 3—Answer Key

Sample Breakfast Menus—NSMP (Grades K-12)

FOODS OFFERED	MENU ITEMS
Assorted Fruits and Juices Assorted Cereals Cinnamon Rolls English Muffin with Jelly Choice of Milk	<i>menu item</i> <i>menu item</i> <i>menu item</i> <i>menu item + 2 condiments</i> <i>fluid milk</i>
Assorted Juices OR Applesauce Assorted Cereals Cheese & Egg Quesadilla with Salsa Toast Varieties with Jelly Choice of Milk	<i>menu item</i> <i>menu item</i> <i>menu item + 1 condiment</i> <i>menu item + 2 condiments</i> <i>fluid milk</i>
Assorted Fruits and Juices Assorted Cereals Pancakes with Syrup Toast Varieties with Jelly Choice of Milk	<i>menu item</i> <i>menu item</i> <i>menu item + 1 condiment</i> <i>menu item + 2 condiments</i> <i>fluid milk</i>
Assorted Fruits and Juices Assorted Cereals Choice of Fruit Yogurt Assorted Mini-Bagels with Jelly Choice of Milk	<i>menu item</i> <i>menu item</i> <i>menu item</i> <i>menu item + 2 condiments</i> <i>fluid milk</i>
Assorted Juices OR Orange Wedges Assorted Cereals Peach Muffin Squares Toast Varieties with Jelly Choice of Milk	<i>menu item</i> <i>menu item</i> <i>menu item</i> <i>menu item + 2 condiments</i> <i>fluid milk</i>

Activity Sheet 4—Answer Key

Sample Breakfast Menus—NSMP (Grades 7-12)

FOODS OFFERED	REIMBURSABLE MEALS	NOT REIMBURSABLE
Assorted Fruits and Juices Assorted Cereals Blueberry Breakfast Pizza Toast Varieties, Jelly Choice of Milk	Any 4 of the 5 menu items offered: for example, • Juice, Pizza, Cereal and Milk • Cereal, Fruit, Pizza, and Toast • Juice, Toast, Cereal and Milk 5 menu items	Fewer than 4 of the 5 items offered: for example, • Juice, Cereal and Milk • Fruit and Pizza 4 items, any in less than full portions
Assorted Fruits and Juices Assorted Cereals English Muffin with Egg, Cheese Toast Varieties, Jelly Choice of Milk	Any 4 of the 5 menu items offered: for example, • Juice, Muffin/Egg, Cereal and Milk • Cereal, Fruit, Muffin/Egg, and Toast • Fruit, Toast, Cereal and Milk 5 menu items	Fewer than 4 of the 5 items offered: for example, • Juice, Cereal and Milk • Fruit and Muffin/Egg 4 items, any in less than full portions (such as muffin w/o egg, cheese)
Assorted Fruits and Juices Assorted Cereals Waffles with Syrup Toast Varieties, Jelly Choice of Milk	Any 4 of the 5 menu items offered: for example, • Juice, Waffles, Cereal and Milk • Cereal, Fruit, Waffles, and Toast • Juice, Toast, Cereal and Milk 5 menu items	Fewer than 4 of the 5 items offered: for example, • Juice, Cereal and Milk • Fruit and Waffles 4 items, any in less than full portions (such as a half slice of toast)
Assorted Fruits and Juices Assorted Cereals Mini-Bagel Bar with Cream Cheese, Cottage Cheese, Jam/Pineapple Toast Varieties, Jelly Choice of Milk	Any 4 of the 5 menu items offered: for example, • Juice, Bagel Bar, Cereal and Milk • Cereal, Fruit, Bagel Bar, and Toast • Fruit, Toast, Cereal and Milk 5 menu items	Fewer than 4 of the 5 items offered: for example, • Juice, Cereal and Milk • Fruit and Bagel Bar 4 items, any in less than full portions (such as half a mini-bagel)
Assorted Fruits and Juices Assorted Cereals Oatmeal Muffin Squares Toast Varieties, Jelly Choice of Milk	Any 4 of the 5 menu items offered: for example, • Juice, Muffin Squares, Cereal and Milk • Cereal, Fruit, Muffin Squares, Toast • Juice, Toast, Cereal and Milk 5 menu items	Fewer than 4 of the 5 items offered: for example, • Juice, Cereal and Milk • Fruit and Muffin Squares 4 items, any in less than full portions (such as ½ serving of fruit)

Appendix B: Answers to “Measure Your Success” – Step 10 (Post-test Questions)

1. c

While answers (a), (b), and (d) may result from OVS, the express goals are described in answer (c).

2. a

OVS is only required at the senior high school level for lunch.

3. b

A lunch menu must consist of at least 3 menu items: entrée, milk, and a side dish.

4. d

To meet National School Lunch Program requirements under NSMP, students must be offered a lunch that:

- Contains at least 3 menu items (entrée, fluid milk, and 1 or more side dishes).
- Meets the nutrient standards for the appropriate grade or age groups when averaged over 1 school week's menu.
- Meets the minimum serving sizes established by the menu planner.

5. c

Students may decline 1 or 2 menu items, in the menu illustrated. They may never decline the entrée.

6. b

Students may never decline the entrée.

7. a

Students must take 3 or more menu items including the entrée for the meal to be reimbursable.

8. b

Milk and at least 2 other menu items must be offered.

9. d

Each menu offers the requirements: fluid milk and at least 2 side dishes.

10. b

Students may decline no more than 1 of the 3 or more menu items offered.

